

GRADE 2

Assessment Book TEACHER'S MANUAL

PEARSON

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Overview

What Is Assessment?

The Latin root of the word assess means “to sit beside.” This is a much gentler notion of this concept than most of us have, although “sitting beside” a student to confer about the development of a story in progress, to conduct a fluency check, or to observe a group discussion are valuable assessment techniques. What is assessment? *Assessment is simply the gathering and interpretation of evidence about student learning.* There are many methods for collecting information to determine if students have mastered the knowledge, skills, and standards we have taught. We can use a variety of measures to collect that evidence.

Assessment in a Common Core World

The Common Core Standards have necessitated new processes for evaluating student learning. New assessments aligned to the standards are being developed in an effort to determine student preparedness for the rigors of college and the demands of 21st-century careers. While college and careers seem far off in the future, teachers of young children know that the path toward academic success begins at the earliest grades.

The new Common Core tests are given starting in Grade 3, so the assessments presented here can only approximate the components of those tests. However, by completing the *ReadyGEN* assessments, your students will become acclimated to the language and format of formal tests, gain practice in timed-test situations, and acquire valuable experience and confidence as they hone their test-taking skills. As a result, they will be better prepared to complete the official tests successfully when they reach Grade 3.

The *ReadyGEN* End-of-Unit Assessments and portions of the Baseline Assessment are modeled after expectations for the new Common Core tests. The standards emphasize students’ ability to use evidence from texts to substantiate their ideas. As a result, the requirement for students to support their responses with details from the passages appears in both the selected-response items and the writing prompts. The selected-response comprehension and vocabulary questions that follow each reading passage have a two-part format. Part A poses questions about the text while Part B requires students to closely reread portions of the passage to identify information that supports the answer to Part A. Similarly, the writing prompts compel students to cite textual evidence from the passages to substantiate the information, opinions, and ideas they set forth in their written responses. The *ReadyGEN* Baseline Assessment also evaluates children’s mastery of foundational skills, the crucial groundwork on which future literacy success can be built.

Overview

Overview of *ReadyGEN* Assessment

There are four main parts to the *ReadyGEN* assessment program: a baseline assessment, formative assessments, performance-based assessments, and summative assessments.

BASILINE ASSESSMENT

Begin the school year with the Baseline Assessment. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student test can be found in the *Assessment Student Book*. The Baseline Assessment is designed to help you determine your students' instructional needs in the areas of foundational skills, comprehension, vocabulary, and writing at the outset of the year. You can use the results of this test to establish a “starting point” for each child in your class and to identify individuals who are on grade level, those who need more support, and those who could benefit from additional challenge. This feedback can help you scaffold your instruction during both whole-group and small-group lessons so that all students experience success. Models of scaffolded instruction, useful strategies, and practical routines for the special populations in your class—including English language learners, students with disabilities, struggling readers, and accelerated learners—can be found in the *Scaffolded Strategies Handbook*.

FORMATIVE ASSESSMENTS

Ongoing, formative assessments are integrated into every module. These assessments take on different forms.

READER'S AND WRITER'S JOURNAL The *Reader's and Writer's Journal* can be used during whole-group and small-group instruction to provide your students with opportunities to practice what they have learned during each lesson. You can review your students' work in their *Journals* to check how well they understand and can apply the material you taught.

MONITOR PROGRESS Throughout each lesson in the *Teacher's Guide* are Monitor Progress formative assessments. These assessments provide opportunities for you to assess targeted skills and standards in order to monitor your students' progress as instruction unfolds. By using these assessments, you will be constantly aware of how students are developing over the course of the year. You can then use this performance feedback to meet the individual needs of your students. In particular, the Strategic Support Monitor Progress and the Extensions Monitor Progress suggestions found

within small-group lessons will help you tailor your instruction to address the range of abilities found in your class. Additional targeted support is provided in the *Scaffolded Strategies Handbook*.

INDEPENDENT WRITING PRACTICE Formative writing assessments appear several times within each module in the *Teacher's Guide*. These writing tasks bring into focus each student's strengths and weaknesses and help you quickly identify students who need additional practice. Responsive individual or group instruction that you provide as a result can help prepare students for the Performance-Based Assessment at the end of the module.

PERFORMANCE-BASED ASSESSMENTS

Each module concludes with a Performance-Based Assessment. These assessments, located in the *Teacher's Guides*, are writing tasks and class presentations that help you measure your students' mastery of the standards. The tasks provide opportunities for students to apply the skills they learned during the module to their own writing. Within these pages are two items that are particularly helpful for evaluating student progress using the Performance-Based Assessments: the Writing Rubric and the Reflect and Respond.

WRITING RUBRIC A writing rubric accompanies each Performance-Based Assessment task. The rubric is specific to the task's writing type (narrative, informative/explanatory, or opinion) and describes five dimensions of writing: focus, organization, development, language and vocabulary, and conventions. Use the 0 to 4 scale on the rubric to evaluate student writing in each dimension.

REFLECT AND RESPOND In this section, you will find numerous suggestions to assist struggling writers with specific elements of the Performance-Based Assessment task. Graphic organizers and other means of support are offered to help you guide students toward success as they complete other Performance-Based Assessments throughout the year.

SUMMATIVE ASSESSMENTS

The summative End-of-Unit Assessments help you further measure your students' mastery of the standards. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student tests can be found in the *Assessment Student Book*. These assessments consist of reading passages, selected-response questions, and writing prompts. Use the answer keys and rubrics provided to evaluate student proficiency in comprehension, vocabulary, and writing at the close of each unit.

Overview

PASSAGES Each End-of-Unit Assessment includes two passages of complex text. Students read the passages and answer questions, referring back to the texts as needed. The passages are both literary and informational and become increasingly complex over the course of the school year.

SELECTED-RESPONSE QUESTIONS After reading each passage, students answer a series of selected-response questions. The comprehension questions address Reading standards for Literature and Informational Text. The vocabulary questions target grade-appropriate Tier 2 and Tier 3 vocabulary words and address Language and Reading standards. Each of the questions has two parts. Part A requires students to use context and apply the skills they learned during the unit to answer the question at hand. Part B requires students to go back to the passage to find textual evidence that supports the answer to Part A.

WRITING The writing portion of the End-of-Unit Assessments consists of two types of prompts: Constructed Response and Extended Response. These prompts are based on the passages students read in the test and require students to write narrative, informative/explanatory, and opinion pieces of varying lengths in response. Each Constructed Response prompt elicits a short written response relating to one passage. The Extended Response prompt elicits a longer written response that requires students to draw on information from both passages in the assessment.

English Language Learners

Assessing the Progress of English Language Learners

Classrooms throughout the United States are populated with students representing diverse cultures, ethnicities, and languages. This diversity offers rich benefits to learners but also places instructional demands upon teachers, who are expected to guide *all* students with vastly different literacy abilities toward achievement of reading and language arts standards.

This goal of equity poses unique challenges to educators. Teachers must monitor the language acquisition of English language learners (ELLs) in an ongoing, systematic way in addition to assessing their understanding of concepts, application of skills, and mastery of standards. The information that follows offers instructional strategies to help you prepare your ELLs for formal assessments as well as appropriate accommodations you can use during test administration.

INSTRUCTIONAL STRATEGIES TO PREPARE ELLS FOR FORMAL ASSESSMENTS

- Preteach the “language of tests” encountered in directions and test items, including:
 - Question words, such as *who, what, which, where, when, why* and *how*
 - Emphasis words, such as *not, except, most likely, probably, major, both, neither, either, most, and least*
 - Action words, such as *explain, describe, discuss, persuade, support your answer, and cite evidence*

Words such as *both* and *not* may seem simple, but their uses in test questions often prove otherwise. ELLs need help in seeing how such words frame and constrain ideas expressed in the sentences in which they appear.
- Familiarize students with basic test formats such as the lettering of selected-response answer choices and the division of questions into Part A and Part B. By providing opportunities for ELLs to become familiar with the structure and language of formal assessments, you enable them to demonstrate their learning of the content rather than their ability to decipher test language and formats.
- Teach the use of context clues to interpret the meanings of unfamiliar terms.
- Highlight and discuss routinely the *academic* language, vocabulary, syntax, text structures, and text types encountered in trade books and textbooks.

English Language Learners

- Provide regular opportunities for meaningful oral language experiences in which ELLs discuss important topics and perform the activities required on tests, such as explaining, describing, and stating and supporting opinions. Encourage them to use vocabulary that will support academic language development.
- Coach students in oral and written retelling and summarization so that they develop a “sense” of text types, features, conventions, and organization. ELLs relate to the concrete nature of informational text, and summarization of such text helps to familiarize them with common text structures, such as sequence, description, classification, compare and contrast, cause and effect, and problem and solution.
- Read aloud, think aloud, and model purposeful and strategic behaviors of effective readers, speakers, and writers of English.

APPROPRIATE TEST ACCOMMODATIONS FOR ELLS

As you consider making accommodations for ELLs in your class, keep in mind that the ultimate goal is for these students to be able to handle mainstream assessments, terminology, and instruction on their own. Any accommodations you provide should be considered stepping stones to students’ eventual successful encounter with mainstream teaching and testing conditions.

In providing test accommodations, *it is important not to compromise the intent of the assessments*. It is *never* appropriate to read aloud the reading passages or the comprehension and vocabulary questions in English or translate them into students’ first languages. These practices alter the constructs of the tests. Reading comprehension assessments are designed to measure both word recognition and understanding, so reading aloud or translating actually changes the intent of the tests.

Appropriate accommodations might include the following:

- Provide additional testing time.
- Allow frequent or extended breaks, dividing tests into multiple sessions as needed.
- Administer tests at times most beneficial to students.
- Administer tests in small groups or in one-on-one settings that are comfortable and familiar to students.
- Read aloud test directions in English or in students’ first languages and repeat as often as necessary.

- Simplify the language and sentence structure of test directions. Clarify phrases such as “use information from the passage,” “which of the following,” and “write in response.” When possible, model the tasks and provide verbal directions in simple English.
- Request that students restate test directions in their own words to ensure they understand what to do.
- Encourage students to draw pictures to help demonstrate their thinking and learning.

Following the administration of each assessment, note which accommodations you used and the degree to which they were beneficial. Then interpret test scores with that information in mind. As ELLs progress in their English language skills and become more comfortable with testing, it is important to reconsider which accommodations you use. Additional suggestions for providing targeted support to the ELLs in your class can be found in the *Scaffolded Strategies Handbook*.

OTHER USEFUL TOOLS FOR ELLS

In addition to the strategies and accommodations described above, this *Assessment Book Teacher’s Manual* offers two other tools to assist you in evaluating the progress of the ELLs in your class: a Profile of English Language Learners checklist and an Observing English Language Learners form.

English Language Learners

Profile of English Language Learners

WHAT IS IT?

- This checklist helps to identify the strengths and needs of children whose first language is not English. Complete this profile at the time the child enters your classroom and update it periodically throughout the school year.

WHAT DOES IT SHOW?

- An English language learner's proficiency with speaking, reading, and writing English

HOW DO I USE IT?

- Identify children whose English proficiency you are uncertain about.
- Use the criteria on the form to assess children's abilities in the various language areas, noting specific examples.
- Use the form as a rough guideline of where children are in their English language development and where they may need help.

WHAT DO I DO NEXT?

ReadyGEN offers many instructional resources to advance the achievement of the English language learners in your class.

- Suggestions for scaffolding your instruction for each lesson appear on the lesson pages in the *Teacher's Guides*.
- The *Scaffolded Strategies Handbook* provides scaffolded instruction for each module, practical routines, graphic organizers, cognates, and activities for additional practice that you can employ to help ELLs successfully participate in and progress through the program.
- This *Assessment Book Teacher's Manual* offers instructional strategies and test accommodations you can use to prepare ELLs for formal assessment situations. See pages T9–T11 for more detailed information.

A Checklist format is easy to use.

B Space is provided for you to record the date and your comments.

Form for reproduction is on page T15.

Teacher Form
Profile of English Language Learners
 Child: **Tomas Alvarez**

Trait	Mostly	Unevenly	Rarely	Date/Comments
Speaks and/or understands a few basic words	✓	A		B
Speaks fluently but makes frequent errors			✓	
Uses names of many objects		✓		10/16 seems to know more words than he is comfortable using
Uses and understands basic everyday vocabulary		✓		
Asks and answers simple questions			✓	10/16 reluctant to ask for help
Follows simple directions		✓		
Takes part in discussions			✓	
Conveys ideas or stories through drawings	✓			10/16 good at communicating through art
Needs pictures to comprehend simple text		✓		
Recognizes basic sound/letter relationships in words		✓		
Follows text being read aloud		✓		
Joins in choral reading	✓			10/16 likes to join in with the class
Retells predictable text		✓		

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English Language Learners

Observing English Language Learners

WHAT IS IT?

- A form to record your ongoing observations about how English language learners process what they read

WHAT DOES IT SHOW?

- How English language learners use strategies to make sense of materials they read
- Children's growth and development in processing what they read

HOW DO I USE IT?

- Work with children individually as they read a new selection.
- Record your observations about how children deal with new words and concepts.
- Continue to review and record children's behaviors periodically as needed.
- Consider using the information on the form in parent conferences.

A Behaviors identify common strategies for success in reading a new language.

B Space is provided to record children's development over time.

Form for reproduction is on page T16.

Teacher Form
Observing English Language Learners
Child: Tomas Alvarez

Behaviors Observed	Date: 10/17	Date: 11/3	Date:	Date:
The child	A			
* uses context clues to figure out new words	YES	SOMETIMES	NO	
* uses prior knowledge to figure out new words	YES	SOMETIMES	NO	
* uses visuals to decipher meaning	YES	SOMETIMES	NO	
* uses strategies to decipher meaning	YES	SOMETIMES	NO	
* can identify the strategies he or she is using	YES	SOMETIMES	NO	
* understands why he or she is using a particular strategy	YES	SOMETIMES	NO	
* assesses his or her own progress	YES	SOMETIMES	NO	
* generally understands what the class is reading	YES	SOMETIMES	NO	

General Comments

10/17: need to work harder on strategies with Tomas
11/3: Doing much better at drawing on prior knowledge. Beginning to see the logic of strategies.

B

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Teacher Form
Profile of English Language Learners

Child:

Trait	Mostly	Unevenly	Rarely	Date/Comments
Speaks and/or understands a few basic words				
Speaks fluently but makes frequent errors				
Uses names of many objects				
Uses and understands basic everyday vocabulary				
Asks and answers simple questions				
Follows simple directions				
Takes part in discussions				
Conveys ideas or stories through drawings				
Needs pictures to comprehend simple text				
Recognizes basic sound/letter relationships in words				
Follows text being read aloud				
Joins in choral reading				
Retells predictable text				

Teacher Form

Observing English Language Learners

Child:

Behaviors Observed	Date:			Date:			Date:		
	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO
The child									
• uses context clues to figure out new words									
• uses prior knowledge to figure out new words									
• uses visuals to decipher meaning									
• uses strategies to decipher meaning									
• can identify the strategies he or she is using									
• understands why he or she is using a particular strategy									
• assesses his or her own progress									
• generally understands what the class is reading									
General Comments									

Fluency and Running Records

How to Administer and Score a Fluency Test

A fluency test measures a child's reading rate, or the number of words read correctly per minute (wcpm), on grade-level text the child has not seen before. Give the child a copy of the Student Copy of the passage for the test and make a copy of the Teacher Copy for yourself. (The Teacher Copy has a scale of running numbers to make it easier for you to know how many words the child read during the fluency check, while the passage on the Student Copy does not have the numbers.) Make sure you have put the child's name and the test date at the top of your copy of the passage. Have a watch or clock with a second hand available for timing the reading.

Have the child read the text aloud. Do not have the child read the title as part of the fluency reading; it is not included in the running word count. (You may want to tape-record the child's reading for later evaluation.) Stop the child at exactly one minute and note precisely where the child stopped.

As the child reads orally, on your copy of the text, mark any miscues or errors the child makes during the reading (see the chart on page T18). Count the total number of words the child read in one minute. Subtract any words the child read incorrectly. Record the words correct per minute (wcpm) score on the test.

THE FORMULA IS: Total # of words read – # of errors = words correct per minute (wcpm).

Or: – = (wcpm)

Fluency and Running Records

How to Identify Reading Miscues/Errors

Using the passage on page T19, the chart below shows the kinds of miscues and errors to look for as a child reads aloud and the notations to use to mark them.

Reading Miscue	Notations
Omission The child omits words or word parts.	He likes to put his feet in <u>the</u> sand.
Substitution The child substitutes words or parts of words for the words in the text.	He likes to hear the ^{water} waves .
Insertion The child inserts words or parts of words that are not in the text.	He likes to see the birds ^{fly} in the sky.
Mispronunciation/Misreading The child pronounces or reads a word incorrectly.	Zhou saw the face ^{growing} going up and down in the waves.
Hesitation The child hesitates over a word and the teacher provides the word.	^H <u>Zhou</u> likes to be near the ocean.
Self-correction The child reads a word incorrectly but then corrects the error.	One day, Zhou saw a little face in ^{SC} the water.

NOTES

- If the child hesitates over a word, wait several seconds before telling the child what the word is.
- If a child makes the same error more than once, count it as only one error.
- Self-correction is not counted as an actual error. However, writing “SC” over the word or words will help you identify words that give the child some difficulty.

Sample Fluency Test

Here is the passage marked as shown on the chart on the previous page. As the child reads the passage aloud to you, mark miscues and errors. Have the child read for exactly one minute, and then mark the last word the child reads.

Student Name Susan Date 9/8/2015

What Is It

(62)

^H Zhou likes to be near the ocean. He likes to hear the ^{water} waves. He likes	15
to put his feet in ^(the) sand. He likes to see the birds ^{fly} in the sky.	31
One day, Zhou saw a little face in the water. The face was dark gray.	46
The face had black eyes and a long nose like a dog. Zhou saw the face	62
^{growing} going up and down in ^(SC) the waves.	69
“Look! Look!” Zhou said to Mom.	75
Mom stopped reading her book.	80
“What is it?” Zhou asked.	85
“It is a seal,” Mom said. “Seals like to swim in the ocean. They look	100
for fish to eat in the water.”	107
“I like to swim in the ocean too!” Zhou said.	117

$$67 - 5 = 62$$

Fluency and Running Records

Interpreting the Results

According to published norms for oral reading fluency, children at the end of Grade 2 should be reading fluently at 90 words correct per minute in text that is on grade level. This chart gives recommended progress toward that goal.

Time of Year	Target Reading Rate (wcpm)
Beginning-of-Year	50 to 60
Mid-Year	66 to 76
End-of-Year	90 to 100

If a child's reading rate is lower than the suggested progress toward the standard for his or her grade level, your notes on the child's miscues may help you determine why the rate is low. Does the child make errors that indicate his or her decoding skills are poor? If so, further instruction in phonics may be needed. Do the errors reflect a lack of comprehension or limited vocabulary? In that case, instruction in comprehension strategies and exposure to more vocabulary words may help. A lack of fluency may indicate a lack of exposure to models of fluent oral reading. It may also mean that the child isn't reading enough material at his or her reading level.

How to Take a Running Record

A Running Record is an assessment of oral reading accuracy and oral reading fluency. A child's reading accuracy is based on the number of words read correctly. This measure is determined by an analysis of the errors a child makes—a miscue analysis. Reading fluency is based on reading rate (the number of words read per minute) and the degree to which the child reads with a "natural flow."

A Running Record may be taken using any reading passage at any time. However, the most valid and reliable assessment fulfills these requirements: (1) the text is appropriate to the child's reading level and interest; and (2) the text is unfamiliar to the child. The passages in this section are well suited for use as either a Fluency Test or a Running Record because they fit these requirements. For additional oral reading accuracy and fluency checks that involve a Running Record, you may choose other passages from grade-level appropriate texts.

The Running Record may be used to verify instructional decisions suggested by other assessments, such as a Baseline or End-of-Unit Assessment. It may also be used to identify a child's particular strengths and weaknesses in reading and language development. In addition, the Running Record may be administered periodically throughout the year as a means of monitoring a child's progress.

Measuring oral reading accuracy and oral reading fluency may be accomplished in a single reading, but two different operations are required. The guidelines on pages T22 and T23 explain how to determine each measurement.

Fluency and Running Records

How to Measure Oral Reading Accuracy

1. Choose an appropriate grade-level text of about 100 to 200 words, or use those passages that have been provided for use as a Fluency Test.
2. Make copies of the text—one of the Student Copy for the child and one of the Teacher Copy for you. If the text appears in a book, you may have the child read the text from the book.
3. Give the text to the child and have the child read the text aloud. (You may want to tape-record the child's reading for later evaluation. This approach can be especially helpful if you are timing the child's reading or conducting other assessments at the same time.)
4. Your hand should always be "running" on your copy of the text. Put a checkmark above every word the child reads correctly. Mark any miscues or errors the child makes during the reading (see the explanation of reading miscues/errors for Fluency Tests on pages T18–T19).
5. Count the total number of errors the child makes and find the percentage score for the number of errors. If you are using a fluency/running record passage from this book, the total word count is indicated for each passage.
6. If you are using a text from a different source, use this formula to get a percentage score:

$$\frac{\text{Total \# of words minus \# of errors}}{\text{Total \# of words}} \times 100 = \text{percentage score}$$

Or:
$$\frac{\boxed{} - \boxed{}}{\boxed{}} \times 100 = \boxed{} \%$$

EXAMPLE: Suppose a child reads a text of 110 words and makes 6 errors.

$$\frac{110 - 6 = 104 \text{ words}}{110} = 0.945 \quad 0.945 \times 100 = 94.5\% \text{ (round to 95\%)}$$

The percentage score indicates the child's oral reading accuracy (percentage of words in the passage read correctly).

How to Measure Reading Rate

Reading rate is defined as number of words per minute (wpm). To determine the reading rate, follow steps 1–3 as described on page T22. Note the exact time when the child begins reading and the time when he or she finishes.

To calculate the number of words per minute, use the formula below:

$$\frac{\text{Total \# of words read}}{\text{\# of seconds}} \times 60 = \text{words per minute}$$

Or: $\frac{\boxed{}}{\boxed{}} \times 60 = \boxed{} \text{ (wpm)}$

EXAMPLE: Suppose a child reads a passage of 120 words in 90 seconds.

$$\frac{120}{90} = 1.33 \text{ (round to the nearest hundredth)}$$

$$1.33 \times 60 = 79.8 \text{ words per minute (round to 80 wpm)}$$

Interpreting the Results

For oral reading accuracy, use the following suggested criteria:

- A child who reads 98%–100% of the words correctly is reading at an independent level and may need more challenging texts.
- A child who reads 91%–97% of the words correctly is reading at an instructional level and will likely benefit from guided on-level instruction in similarly-leveled texts.
- A child who reads with an accuracy of 90% or less is reading at a frustration level and may benefit from targeted instruction at a lower reading level as part of a comprehensive plan that includes scaffolding of grade-level text as well.

For any child whose Running Record results are not clearly definitive, we recommend increasing monitoring through additional means and classroom observations.

On the following pages you will find passages that may be used for either Fluency or Running Record Tests. Both a Teacher Copy and a Student Copy have been provided.

Teacher Name _____

Child's Name	Beginning-of-Year		Mid-Year		End-of-Year	
	Date	WCPM	Date	WCPM	Date	WCPM
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

Student Name _____ Date _____

Big Brother, Little Brother

Thalia is happy to have two brothers, Eugene and Alex. They are different, but they are both good brothers.

Eugene is Thalia’s big brother. He is tall and has brown hair. Eugene likes to sing and play music. He is quiet, and he likes to read books too. Eugene is very good to his sister.

Alex is Thalia’s little brother. He is short and has black hair. Alex likes games. He likes to run and jump. Alex is always doing something. He is also very good to his sister.

Sometimes Thalia wants to hear music, so she spends time with Eugene. Sometimes Thalia wants to play games, so she spends time with Alex. Thalia is always happy to be with her brothers.

Student Copy

Big Brother, Little Brother

Thalia is happy to have two brothers, Eugene and Alex. They are different, but they are both good brothers.

Eugene is Thalia's big brother. He is tall and has brown hair. Eugene likes to sing and play music. He is quiet, and he likes to read books too. Eugene is very good to his sister.

Alex is Thalia's little brother. He is short and has black hair. Alex likes games. He likes to run and jump. Alex is always doing something. He is also very good to his sister.

Sometimes Thalia wants to hear music, so she spends time with Eugene. Sometimes Thalia wants to play games, so she spends time with Alex. Thalia is always happy to be with her brothers.

Student Name _____ Date _____

Eating Healthy Foods

You should eat many different foods each day.	8
Your body needs food. Food helps you move and think. Food helps your body grow and stay healthy.	17
Some foods keep you from feeling tired. You should eat foods like bread, rice, and cereal so you have energy to run and play.	26
Fruits and vegetables taste great. They are also fun to eat. They help keep your body from getting sick. They help get rid of your body's waste too.	34
Your body needs foods such as beans, eggs, meat, and fish. You need milk too. These foods help your body grow, and they help you get better if you are sick or hurt.	44
You should stay away from foods with sugar in them. Too much sugar is not good for your body.	50
Learning about food is interesting. Read about different foods. Use what you learn to make good choices about what to eat. Choosing good foods makes you feel and look good.	58
	68
	78
	86
	96
	107
	111
	120
	130
	137
	146
	154
	160

Student Copy

Eating Healthy Foods

You should eat many different foods each day. Your body needs food. Food helps you move and think. Food helps your body grow and stay healthy.

Some foods keep you from feeling tired. You should eat foods like bread, rice, and cereal so you have energy to run and play.

Fruits and vegetables taste great. They are also fun to eat. They help keep your body from getting sick. They help get rid of your body's waste too.

Your body needs foods such as beans, eggs, meat, and fish. You need milk too. These foods help your body grow, and they help you get better if you are sick or hurt.

You should stay away from foods with sugar in them. Too much sugar is not good for your body.

Learning about food is interesting. Read about different foods. Use what you learn to make good choices about what to eat. Choosing good foods makes you feel and look good.

Student Name _____ Date _____

Indoor Plumbing

We are lucky to have indoor plumbing in our	9
homes. The settlers of the United States were not	18
so lucky. Their houses did not have running water.	27
People carried all their drinking water from wells or	36
springs. Carrying water was not work for the weak.	45
A gallon of water weighs eight pounds!	52
As more people moved into towns, finding clean	60
water became difficult. Dirty dish and bath water were	69
poured outside. Soon, the ground water became	76
unsafe to drink. In the late 1600s, many public	85
drinking wells were dug. People knew the water from	94
these wells was safe to drink. For a cost, someone	104
would bring safe drinking water to your home.	112
In the 1700s, a new kind of water system was	122
introduced in New York City. Wood logs were	130
hollowed out in the middle to form pipes. Water from	140
ponds traveled through the logs into the city.	148
By the middle of the 1800s, iron pipes were used.	158
These pipes allowed water to travel great distances.	166
Some of the water traveled forty miles. At first, only	176
a few houses had water taps or sinks, but it did	187
not take long for most people to have indoor pipes.	197
Running water is a wonderful luxury.	203

Student Copy

Indoor Plumbing

We are lucky to have indoor plumbing in our homes. The settlers of the United States were not so lucky. Their houses did not have running water. People carried all their drinking water from wells or springs. Carrying water was not work for the weak. A gallon of water weighs eight pounds!

As more people moved into towns, finding clean water became difficult. Dirty dish and bath water were poured outside. Soon, the ground water became unsafe to drink. In the late 1600s, many public drinking wells were dug. People knew the water from these wells was safe to drink. For a cost, someone would bring safe drinking water to your home.

In the 1700s, a new kind of water system was introduced in New York City. Wood logs were hollowed out in the middle to form pipes. Water from ponds traveled through the logs into the city.

By the middle of the 1800s, iron pipes were used. These pipes allowed water to travel great distances. Some of the water traveled forty miles. At first, only a few houses had water taps or sinks, but it did not take long for most people to have indoor pipes. Running water is a wonderful luxury.

Baseline Assessment

Administering the Assessment

The Baseline Assessment consists of several sections: Foundational Skills for phonics and high-frequency words; two short passages followed by selected-response Comprehension and Vocabulary questions as well as Constructed Response writing prompts; an Extended Response writing prompt; and Phonemic Awareness. Parts of this test are intended to be read aloud to children, and parts are to be completed independently by them. Directions for administering each portion of the test appear on the teacher pages.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY	FOURTH DAY
TWO SESSIONS	<ul style="list-style-type: none"> • Foundational Skills • First Passage and Constructed Response 	<ul style="list-style-type: none"> • Second Passage and Constructed Response • Extended Response • Phonemic Awareness 		
THREE SESSIONS	<ul style="list-style-type: none"> • Foundational Skills • First Passage and Constructed Response 	<ul style="list-style-type: none"> • Second Passage and Constructed Response 	<ul style="list-style-type: none"> • Extended Response • Phonemic Awareness 	
FOUR SESSIONS	<ul style="list-style-type: none"> • Foundational Skills 	<ul style="list-style-type: none"> • First Passage and Constructed Response • Second Passage and Constructed Response 	<ul style="list-style-type: none"> • Extended Response 	<ul style="list-style-type: none"> • Phonemic Awareness

Administering the Assessment

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in several parts. The chart on page T35 offers suggestions for how to administer the test over two to four days. Use your professional judgment to determine which administration option best suits the needs of the children in your class.

DURATION The time required for each part of the assessment will vary depending on how long it takes for children to answer the Foundational Skills questions, read the passages, answer the related Comprehension and Vocabulary questions, and respond to the writing prompts, and for you to administer the individual Phonemic Awareness test to each child. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will answer questions you read to them, read passages themselves, answer questions, and complete some writing activities. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT The first part of this assessment, Phonics and High-Frequency Words, is intended to be read aloud to children. To begin the test, read the Teacher Information at the top of the teacher Phonics page. Then read aloud the directions to ensure that children understand what to do. Make sure children know that they must circle their answer choices and write their responses on the test pages. Read the questions and allow time for children to record their responses. Read the directions for the High-Frequency Words page and allow children to complete the assessment. For the reading and writing portions of the assessment, children should complete each test independently, reading all directions, passages, and test items on their own.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that

good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over multiple days, this will be especially important.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Foundational Skills, Comprehension, and Vocabulary. Correct answers for these items are provided on the teacher Scoring Information pages. Each Foundational Skills question is worth 1 point. Each Comprehension and Vocabulary question is worth 2 points; children earn 1 point for each part answered correctly.

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires children to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses and 2-point rubrics are provided on the teacher Scoring Information pages. Use the rubrics to evaluate children's responses to these prompts. Although the criteria provided in the rubrics describe the majority of responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires children to write in response to a prompt by drawing information from both passages in the test. Use the 4-point rubric provided on the teacher Scoring Information pages to evaluate children's responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions in the rubric.

GENERATING AND RECORDING FINAL SCORES Record point totals for each child on the Baseline Assessment Class Record Chart provided on page T51.

Administering the Assessment

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in your class's abilities and knowledge to inform future instruction.

INFORMING YOUR INSTRUCTION Children's performance on the various sections of this assessment will help you determine their instructional needs in the areas of Foundational Skills, Comprehension, Vocabulary, Writing, and Phonemic Awareness at the outset of the school year. You can use the results from each section to identify children who are on grade level, those who need more support, and those who could benefit from additional challenge and to establish a "starting point" for individualized instruction for each child.

Baseline Assessment

Phonics: Initial Consonants

TEACHER INFORMATION: Have children open their tests to page 1. Administer the test by reading the directions below. Read each test question aloud. Pause after each question to allow time for children to mark their answers.

DIRECTIONS: I am going to ask you some questions about letters and sounds. In this first part, I am going to say a word. You will find the word that begins with the same sound. Mark your answer by circling the word you choose. We will do a sample question first. Listen carefully.

First, look at the sample question at the top of the page, Sample A. Here is the question. Which word has the same beginning sound as *back*? Look at the three words in the row. Which word has the same beginning sound as *back*? (Have children give the answer. The answer is the third choice, *bed*.) Yes, that's correct. The word *bed* begins with the same sound as *back*. The other words, *sing* and *run*, have different beginning sounds. The third choice, the word *bed*, has a circle around it.

We will do the first four questions in the same way. Listen to each question. Then draw a circle around the word that answers the question. Do not say your answer out loud. Let's begin with question 1.

1. Look at the words in the row. Which word has the same beginning sound as *shop . . . shop*? Circle the word.
2. Move down to the next row. Look at the words. Which word has the same beginning sound as *doll . . . doll*?
3. Move down to the next row. Look at the words. Which word has the same beginning sound as *chair . . . chair*?
4. Move down to the next row. Look at the words. Which word has the same beginning sounds as *train . . . train*?

Phonics: Final Consonants

DIRECTIONS: Go to the top of page 2. Now I am going to ask you to listen for ending sounds. Find Sample B. Here is the question. Which word has the same ending sound as *miss*? Look at the three words in the row. Which word has the same ending sound as *miss*? (Have children give the answer. The answer is the first choice, *pass*.) Yes, that's correct. The word

Baseline Assessment

pass ends with the same sound as *miss*. The other words, *met* and *mail*, have different ending sounds. The first choice, the word *pass*, has a circle around it.

We will do the next four questions in the same way. Listen to each question. Then draw a circle around the word that answers the question. Let's begin with question 5.

5. Look at the words in the row. Which word has the same ending sounds as *band . . . band*?
6. Move down to the next row. Look at the words. Which word has the same ending sound as *stop . . . stop*?
7. Move down to the next row. Look at the words. Which word has the same ending sounds as *pink . . . pink*?
8. Move down to the next row. Look at the words. Which word has the same ending sound as *laugh . . . laugh*?

Phonics: Medial Vowels

DIRECTIONS: Go to the top of page 3. Now I am going to ask you to listen for middle sounds. Find Sample C. Here is the question. Which word has the same middle sound as *date*? Look at the three words in the row. Which word has the same middle sound as *date*? (Have children give the answer. The answer is the third choice, *train*.) **Yes, that's correct. The word *train* has the same middle sound as *date*. The other words, *cat* and *dog*, have different middle sounds. The third choice, *train*, has a circle around it.**

We will do these four questions in the same way. Listen to each question. Then draw a circle around the word that is your answer. Let's begin with question 9.

9. Look at the words in the row. Which word has the same middle sound as *last . . . last*?
10. Move down to the next row. Look at the words. Which word has the same middle sound as *box . . . box*?
11. Move down to the next row. Look at the words. Which word has the same middle sound as *feet . . . feet*?
12. Move down to the next row. Look at the words. Which word has the same middle sound as *walk . . . walk*?

High-Frequency Words

TEACHER INFORMATION: Questions 1–10 test high-frequency words that children should know by the end of first grade or are taught part way through second grade. Have children turn to page 4. Administer this part of the test by reading the directions below.

DIRECTIONS: Now we are going to do something a little different. In this part starting on page 4, read each sentence. Draw a circle around the word that best fits in the blank.

First, look at the sample item at the top of the page, Sample D. Read the sentence. Which word best fits in the blank? (Have children give the answer. The answer is the second choice, *friend*.) Yes, that's correct. "Jan is my best *friend*." The other words, *ride* and *book*, do not fit in the sentence. The second choice, the word *friend*, has a circle around it.

You will do the next ten questions in the same way on your own. Choose the word that best fits in each sentence and draw a circle around that word. Stop when you have answered question 10. You may begin.

Have children answer questions 1–10 on their own.

Baseline Scoring Information

Phonics and High-Frequency Words

Phonics	High-Frequency Words
<ol style="list-style-type: none">1. first choice, shed2. second choice, dust3. third choice, chip4. first choice, try5. third choice, pond6. first choice, nap7. third choice, bank8. second choice, if9. second choice, hat10. first choice, hot11. second choice, team12. first choice, ball	<ol style="list-style-type: none">1. second choice, carry2. third choice, door3. first choice, behind4. third choice, learn5. first choice, Today6. second choice, country7. third choice, beautiful8. first choice, break9. first choice, promise10. third choice, hours

“Life in the Desert”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. d
- 1. Part B. c

- 2. Part A. b
- 2. Part B. a

- 3. Part A. c
- 3. Part B. b

Vocabulary

- 1. Part A. c
- 1. Part B. b

- 2. Part A. d
- 2. Part B. a

- 3. Part A. a
- 3. Part B. b

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: What are kangaroo rats? Kangaroo rats are small animals that live in deserts. When do kangaroo rats look for food? Kangaroo rats look for food at night. What do kangaroo rats eat? Kangaroo rats eat seeds. What dangers do kangaroo rats face? Great Horned Owls and rattlesnakes eat kangaroo rats.

2	Response uses information from the passage to write four facts about kangaroo rats. Response includes one question for each fact.
1	Response uses information from the passage to write fewer than four facts and four questions about kangaroo rats. Not all facts and questions go together.
0	Response does not use information from the passage to write facts and questions about kangaroo rats.

Baseline Scoring Information

“Why the Cardinal Is Bright Red”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. a
- 1. Part B. b

- 2. Part A. c
- 2. Part B. a

- 3. Part A. b
- 3. Part B. d

Vocabulary

- 1. Part A. b
- 1. Part B. d

- 2. Part A. a
- 2. Part B. c

- 3. Part A. b
- 3. Part B. d

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Cardinal looked down at his new color. He was shocked! He was also a little sad. At first he missed his plain brown feathers. He missed hiding in the trees and bushes. But then he began to enjoy his red feathers. They made him stand out in the white snow. People loved his bright color. Now Cardinal is happy to be red.

2	Response uses details from the passage to continue the story about Cardinal.
1	Response continues the story about Cardinal but does not use details from the passage.
0	Response does not continue the story about Cardinal.

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response summarizes each text and expresses an opinion about the preferred one.	Reasons are organized logically; conclusion summarizes the opinion.	Response names the preferred text and supports the opinion with details.	Ideas are connected using linking words; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response summarizes the preferred text and expresses an opinion about it.	Reasons are ordered; conclusion restates the opinion.	Response names the preferred text and supports the opinion with one detail.	Ideas are connected; some linking words are used; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response summarizes the texts or expresses an opinion about a preferred text.	Reasons are ordered; conclusion is present but does not restate the opinion.	Response names the preferred text but does not support the opinion with details.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains some errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Reasons are not ordered; conclusion is missing.	Response does not name or support an opinion with details.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • child does not demonstrate adequate command of opinion writing techniques • response is unintelligible, illegible, off topic, or not text-based 				

Baseline Assessment

Phonemic Awareness Individual Test

TEACHER INFORMATION: This Phonemic Awareness test is to be administered one-on-one to individual children. To prepare for the Phonemic Awareness test, copy the Phonemic Awareness Scoring Sheet on pages T49–T50 to record each child’s ability to segment and blend word sounds and to identify syllables and rhyming words. There is no student page for this component. Questions are asked and answered orally. Meet with each child individually, and follow the directions for administering the test given below and on the Scoring Sheet.

Segmentation/Blending of Phonemes

DIRECTIONS: Listen carefully. The sounds in the word *truck* are /t/ /r/ /u/ /k/. Say the sounds in *truck* with me: /t/ /r/ /u/ /k/, *truck*. (Have the child say the sounds /t/ /r/ /u/ /k/ with you.) Yes, the sounds in the word *truck* are /t/ /r/ /u/ /k/. Now it’s your turn. I will say some words to you, and you will tell me the sounds in each word. Listen carefully. Tell me the sounds in _____.

1. drop /d/ /r/ /o/ /p/
2. clean /k/ /l/ /ē/ /n/
3. crunch /k/ /r/ /u/ /n/ /ch/
4. began /b/ /i/ /g/ /a/ /n/

Now, listen carefully to these sounds: /p/ /ō/ /s/ /t/. What word do those sounds make? (Have the child give the answer, *post*.) Yes, the sounds /p/ /ō/ /s/ /t/ make the word *post*. Now listen carefully to me as I say these sounds, and then tell me what words they make.

5. /l/ /e/ /f/ /t/ left
6. /g/ /ō/ /l/ /d/ gold
7. /s/ /t/ /a/ /n/ /d/ stand
8. /w/ /a/ /g/ /ə/ /n/ wagon

Segmentation/Blending of Syllables

DIRECTIONS: Now we will do something a little different. Listen carefully. Count the number of parts you hear in this word: *grandfather*. How many parts do you hear in the word *grandfather*? (Have the child give the answer, three.) Yes, the word *grand/ fa/ ther/* has three parts, or syllables. Now listen carefully for the number of parts in some more words that I will say for you. Then tell me how many parts each word has.

- | | | |
|------------------|---|-------------------|
| 9. yesterday | 3 | yes/ ter/ day |
| 10. cheeseburger | 3 | cheese/ bur/ ger |
| 11. helicopter | 4 | hel/ i/ cop/ ter |
| 12. thermometer | 4 | ther/ mom/ e/ ter |

DIRECTIONS: Next I will tell you word parts and you will put the parts together to make a word. Listen carefully to these word parts: *as/ tro/ naut/*. What is the word? (Have the child give the answer, *astronaut*.) Yes, the word is *astronaut*. Now listen for other words as I say more word parts. Then tell me what word the parts make when they are put together.

- | | |
|----------------------|------------|
| 13. won/ der/ ful | wonderful |
| 14. re/ mem/ ber | remember |
| 15. el/ e/ va/ tor | elevator |
| 16. im/ pos/ si/ ble | impossible |

Rhyming Words

DIRECTIONS: Listen carefully. Which of these words rhymes with *bear*? *steer*; *fire*; *hair*. Repeat all four words. (Have the child give the answer, *hair*.) Yes, *hair* rhymes with *bear*. Now I will say more words, and you will tell me which word is a rhyming word. Listen carefully. Which of these words rhymes with ____? (Say the primary word and then the three other words. Repeat the question and all four words.)

- | | | |
|--------------|-------------------------|---------|
| 17. card: | hard; mud; sad | hard |
| 18. fine: | fun; sign; like | sign |
| 19. town: | coin; men; clown | clown |
| 20. weather: | winter; feather; warmer | feather |

Name _____ Date _____

Phonemic Awareness Scoring Sheet

DIRECTIONS: Follow the instructions for scoring as given for each section below. Record notes and observations in the box at the bottom. Count the total number correct, and record the results of this assessment on the Baseline Assessment Class Record Chart on page T51.

Element	Points
Segmentation of Phonemes:	Circle each correct sound/blend that the child says. All sounds in a word must be identified to score 1 point for each word. (Maximum: 4 points)
1. /d/ /r/ /o/ /p/	
2. /k/ /l/ /ē/ /n/	
3. /k/ /r/ /u/ /n/ /ch/	
4. /b/ /i/ /g/ /a/ /n/	
Blending of Phonemes:	Circle and score 1 point for each word that the child says correctly. (Maximum: 4 points)
5. left	
6. gold	
7. stand	
8. wagon	
Segmentation of Syllables:	Circle the number of syllables if the child answers correctly. Score 1 point for each word. (Maximum: 4 points)
9. 3	
10. 3	
11. 4	
12. 4	

Phonemic Awareness Scoring Sheet

Element	Points
Blending of Syllables:	Circle the word if the child answers correctly. Each word is worth 1 point. (Maximum: 4 points)
13. wonderful	
14. remember	
15. elevator	
16. impossible	
Rhyming Words:	Circle the word if the child answers correctly. Each word is worth 1 point. (Maximum: 4 points)
17. hard	
18. sign	
19. clown	
20. feather	
PHONEMIC AWARENESS TOTAL: _____ (Maximum: 20 points)	
Notes and Observations:	

Teacher Name _____

Child's Name	FOUNDATIONAL SKILLS		COMPREHENSION, VOCABULARY, WRITING				PHONEMIC AWARENESS	Baseline Total
	Phonics	High-Frequency Words	Comprehension	Vocabulary	Constructed Responses	Extended Response		
1.	/12	/10	/12	/12	/4	/20	/20	/90
2.	/12	/10	/12	/12	/4	/20	/20	/90
3.	/12	/10	/12	/12	/4	/20	/20	/90
4.	/12	/10	/12	/12	/4	/20	/20	/90
5.	/12	/10	/12	/12	/4	/20	/20	/90
6.	/12	/10	/12	/12	/4	/20	/20	/90
7.	/12	/10	/12	/12	/4	/20	/20	/90
8.	/12	/10	/12	/12	/4	/20	/20	/90
9.	/12	/10	/12	/12	/4	/20	/20	/90
10.	/12	/10	/12	/12	/4	/20	/20	/90
11.	/12	/10	/12	/12	/4	/20	/20	/90
12.	/12	/10	/12	/12	/4	/20	/20	/90
13.	/12	/10	/12	/12	/4	/20	/20	/90
14.	/12	/10	/12	/12	/4	/20	/20	/90
15.	/12	/10	/12	/12	/4	/20	/20	/90
16.	/12	/10	/12	/12	/4	/20	/20	/90
17.	/12	/10	/12	/12	/4	/20	/20	/90
18.	/12	/10	/12	/12	/4	/20	/20	/90
19.	/12	/10	/12	/12	/4	/20	/20	/90
20.	/12	/10	/12	/12	/4	/20	/20	/90
21.	/12	/10	/12	/12	/4	/20	/20	/90
22.	/12	/10	/12	/12	/4	/20	/20	/90
23.	/12	/10	/12	/12	/4	/20	/20	/90
24.	/12	/10	/12	/12	/4	/20	/20	/90
25.	/12	/10	/12	/12	/4	/20	/20	/90
26.	/12	/10	/12	/12	/4	/20	/20	/90
27.	/12	/10	/12	/12	/4	/20	/20	/90
28.	/12	/10	/12	/12	/4	/20	/20	/90
29.	/12	/10	/12	/12	/4	/20	/20	/90
30.	/12	/10	/12	/12	/4	/20	/20	/90

End-of-Unit Assessments

Administering the Assessments

The End-of-Unit Assessments consist of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of each test, there is also an Extended Response writing prompt that requires children to draw on information from both passages. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer each End-of-Unit Assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of the children in your class.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none"> First passage, questions, Constructed Response 	<ul style="list-style-type: none"> Second passage, questions, Constructed Response Extended Response 	
TWO SESSIONS Option 2	<ul style="list-style-type: none"> First passage, questions, Constructed Response Second passage, questions, Constructed Response 	<ul style="list-style-type: none"> Extended Response 	
THREE SESSIONS	<ul style="list-style-type: none"> First passage, questions, Constructed Response 	<ul style="list-style-type: none"> Second passage, questions, Constructed Response 	<ul style="list-style-type: none"> Extended Response

Administering the Assessments

DURATION The time required for each part of the assessment will vary depending on how long it takes children to read the passages, answer the questions, and write their responses. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will read passages, answer questions, and complete some writing activities. If you choose to have children complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that they must circle their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the texts to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require children to answer a question about the passages, while Part B questions typically ask children to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided in this section. Each question is worth 2 points. Children earn 1 point for each part answered correctly.

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires children to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided in this section. Use the 2-point rubrics, which are also provided in this section, to evaluate children's responses to these prompts. Although the criteria provided in the rubrics describe the majority of children's responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires children to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided in this section to evaluate children's responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING FINAL SCORES AND/OR GRADES If you choose, each End-of-Unit Assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Also, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

Administering the Assessments

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of each End-of-Unit Assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If children struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Teacher Name _____

Child's Name	UNIT 1				UNIT 2					
	Selected Response		Written Response		Unit 1 Total	Selected Response		Written Response		Unit 2 Total
	Compre- hension	Vocabulary	Constructed Responses	Extended Response		Compre- hension	Vocabulary	Constructed Responses	Extended Response	
1.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
2.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
3.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
4.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
5.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
6.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
7.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
8.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
9.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
10.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
11.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
12.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
13.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
14.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
15.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
16.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
17.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
18.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
19.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
20.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
21.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
22.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
23.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
24.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
25.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
26.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
27.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
28.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
29.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
30.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48

Teacher Name: _____

Child's Name	Unit 3				Unit 3 Total	Unit 4				Unit 4 Total
	Selected Response		Written Response			Selected Response		Written Response		
	Compre- hension	Vocabulary	Constructed Responses	Extended Response		Compre- hension	Vocabulary	Constructed Responses	Extended Response	
1.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
2.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
3.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
4.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
5.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
6.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
7.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
8.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
9.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
10.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
11.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
12.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
13.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
14.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
15.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
16.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
17.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
18.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
19.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
20.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
21.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
22.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
23.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
24.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
25.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
26.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
27.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
28.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
29.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
30.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48

Teacher Name _____

UNIT 5					UNIT 6					
Child's Name	Selected Response		Written Response		Unit 5 Total	Selected Response		Written Response		Unit 6 Total
	Compre- hension	Vocabulary	Constructed Responses	Extended Response		Compre- hension	Vocabulary	Constructed Responses	Extended Response	
1.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
2.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
3.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
4.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
5.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
6.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
7.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
8.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
9.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
10.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
11.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
12.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
13.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
14.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
15.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
16.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
17.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
18.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
19.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
20.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
21.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
22.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
23.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
24.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
25.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
26.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
27.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
28.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
29.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48
30.	/12	/12	/4	/20	/48	/12	/12	/4	/20	/48

Unit 1 Scoring Information

“Miss Miller’s Garden”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. c

1. Part B. b

2. Part A. d

2. Part B. a

3. Part A. a

3. Part B. c

Vocabulary

1. Part A. b

1. Part B. a

2. Part A. a

2. Part B. b

3. Part A. c

3. Part B. d

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Beth and Kim see that Miss Miller’s yard is messy. They find out that Miss Miller is sick and cannot take care of her garden. They decide to clean it up for her. They get the neighbors to help them. Soon Miss Miller’s garden is beautiful again.

2	Response uses selection details to accurately recount the story in the child’s own words. Response includes five complete sentences.
1	Response uses selection details to recount the story in the child’s own words, but some details may be inaccurate. Response includes fewer than five complete sentences.
0	Response does not recount the story in the child’s own words.

Unit 1 Scoring Information

“This Is a Park Your Community Built”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. d
- 1. Part B. a

- 2. Part A. c
- 2. Part B. d

- 3. Part A. b
- 3. Part B. d

Vocabulary

- 1. Part A. d
- 1. Part B. a

- 2. Part A. c
- 2. Part B. b

- 3. Part A. c
- 3. Part B. d

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: To build a park, people need to raise money. They have to decide what to put in the park and make a plan. Then they look for volunteers to help build the park.

2	Response accurately explains three things people must do to build a park using facts from the passage.
1	Response explains fewer than three things people must do to build a park or does not use facts from the passage.
0	Response does not explain what people must do to build a park.

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses details from both texts to recount what Beth and Kim do to help build the park.	Information is ordered; closure describes in detail what Beth and Kim do in the new park.	Response provides a detailed description of three ways Beth and Kim help build the park.	Temporal words signal event order; vocabulary is text-based and used correctly.	Response contains proper use of verbs, spelling, capitalization, and punctuation.
3	Response uses details from one text to recount what Beth and Kim do to help build the park.	Information is ordered; closure tells what Beth and Kim do in the new park.	Response describes two ways Beth and Kim help build the park.	One temporal word signals event order; vocabulary is topic-related and used correctly.	Response contains errors in the use of verbs, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use text-based details to recount what Beth and Kim do to help build the park.	Information lacks order; closure is included but does not identify what Beth and Kim do in the new park.	Response describes one way Beth and Kim help build the park.	Temporal words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in the use of verbs, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Information lacks order; closure is missing	Response does not identify ways Beth and Kim help build the park.	Temporal words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in the use of verbs, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of narrative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				

Unit 2 Scoring Information

“What Should We Do?”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. b
- 1. Part B. a

- 2. Part A. b
- 2. Part B. d

- 3. Part A. c
- 3. Part B. d

Vocabulary

- 1. Part A. a
- 1. Part B. b

- 2. Part A. c
- 2. Part B. c

- 3. Part A. a
- 3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Fred and June decide to tell Mom that they broke her vase. They offer to buy a new one with their allowance. I think this is the right thing to do because they tell the truth. Also, they make up for breaking the vase by getting a new one.

2	Response uses selection details to accurately tell what Fred and June decide to do at the end of the story. Response states an opinion about the decision and supplies reasons that support the opinion.
1	Response tells what Fred and June decide to do at the end of the story. Response states an opinion about the decision but does not supply reasons that support the opinion.
0	Response does not tell what Fred and June decide to do at the end of the story. Response does not state or support an opinion about the decision.

Making Sense of Dollars and Cents

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. c

1. Part B. a

2. Part A. d

2. Part B. c

3. Part A. b

3. Part B. b

Vocabulary

1. Part A. b

1. Part B. b

2. Part A. a

2. Part B. c

3. Part A. d

3. Part B. b

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Income is how much money a person gets. Expenses are how much money a person spends. It is better to have more income so you can save money. Also, you can buy things and will not owe people money.

2	Response defines “income” and “expenses” correctly based on information from the passage. Response uses facts from the passage to explain why it is better to have more income than expenses.
1	Response defines either “income” or “expenses” correctly based on information from the passage. Response explains why it is better to have more income than expenses but does not use facts from the passage.
0	Response does not define “income” and “expenses” or defines them incorrectly. Response does not explain why it is better to have more income than expenses.

Unit 2 Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses details from both texts to recount how Fred and June make a budget and cut expenses.	Information is ordered; closure describes in detail Mom's feelings.	Two paragraphs provide detailed descriptions about making the budget, cutting expenses, and Mom's feelings.	Temporal words signal event order; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses details from one text to recount how Fred and June make a budget and cut expenses.	Information is ordered; closure tells Mom's feelings.	Two paragraphs describe making the budget, cutting expenses, and Mom's feelings.	One temporal word signals event order; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use text-based details to recount how Fred and June make a budget and cut expenses.	Information lacks order; closure is included but does not identify Mom's feelings.	One paragraph describes two of the following: making the budget, cutting expenses, Mom's feelings.	Temporal words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Information lacks order; closure is missing.	Sentences tell about one of the following: making the budget, cutting expenses, Mom's feelings.	Temporal words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of narrative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				

Unit 3 Scoring Information

“Abraham Lincoln”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. c

1. Part B. b

2. Part A. b

2. Part B. d

3. Part A. a

3. Part B. c

Vocabulary

1. Part A. d

1. Part B. b

2. Part A. c

2. Part B. b

3. Part A. b

3. Part B. d

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: The picture shows what Lincoln looked like. The caption tells when he was President and when he died. The paragraphs do not give the same information. The paragraphs give lots of information about Lincoln’s life, but they do not tell what he looked like or when he died.

2	Response correctly identifies the information provided by the picture and the caption. Response states that the information provided by the passage is not the same and accurately explains how the information differs using details from the text.
1	Response correctly identifies the information provided by either the picture or the caption. Response states that the information provided by the passage is not the same and explains how the information differs using one detail from the text.
0	Response does not identify the information provided by the picture or the caption or identifies it incorrectly. Response does not state that the information provided by the passage is not the same and does not explain how the information differs.

Unit 3 Scoring Information

“Face to Face”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. c
- 1. Part B. b

- 2. Part A. b
- 2. Part B. d

- 3. Part A. b
- 3. Part B. d

Vocabulary

- 1. Part A. a
- 1. Part B. b

- 2. Part A. c
- 2. Part B. d

- 3. Part A. a
- 3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: The faces of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are carved on Mount Rushmore. Washington was the first President. He helped our country get started. Jefferson added a lot of land to the country and sent explorers to map it. Lincoln worked to keep the country together during the Civil War. Roosevelt set up national parks for people to enjoy.

2	Response correctly identifies all four Presidents carved on Mount Rushmore. Response accurately explains the accomplishments of all four Presidents using facts and details from the text.
1	Response correctly identifies at least one President carved on Mount Rushmore. Response explains the accomplishments of at least one President using facts and details from the text.
0	Response does not identify the Presidents carved on Mount Rushmore. Response does not explain the accomplishments of the Presidents.

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses text-based facts to explain information about Lincoln that is the same and different in the passages.	Information is organized into two paragraphs, same and different; conclusion explains in detail why both passages discuss Lincoln.	Response introduces the topic and provides detailed explanations of the information that is the same and different in the passages.	Ideas are connected; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses one text-based fact to explain information about Lincoln that is the same and different in the passages.	Information is organized into two paragraphs, same and different; conclusion explains why one passage discusses Lincoln.	Response does not introduce the topic but does provide detailed explanations of the information that is the same and different in the passages.	Ideas are connected; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use text-based facts to explain information about Lincoln that is the same and different in the passages.	Information is organized into paragraphs; conclusion states that the passages discuss Lincoln but does not explain why.	Response does not introduce the topic but does identify information that is the same and different in the passages.	Ideas are connected; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Information is not organized into paragraphs; conclusion does not state that the passages discuss Lincoln or explain why.	Response does not introduce the topic or explain information that is the same and different in the passages.	Ideas are not connected; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of narrative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				

Unit 4 Scoring Information

“Geysers: All Steamed Up”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. b
- 1. Part B. a

- 2. Part A. b
- 2. Part B. c

- 3. Part A. d
- 3. Part B. a

Vocabulary

- 1. Part A. b
- 1. Part B. c

- 2. Part A. a
- 2. Part B. b

- 3. Part A. d
- 3. Part B. a

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I think “Geysers: All Steamed Up” is a good title. The passage tells about geysers. I read that geysers shoot water and steam into the air. The picture also shows a geyser. I can see steam and water coming out of the geyser in the picture.

2	Response states an opinion about the title of the passage. Response uses information from the text and the picture to supply reasons that support the opinion.
1	Response states an opinion about the title of the passage. Response supplies reasons that support the opinion, but the reasons do not come from the text or the picture.
0	Response does not state or support an opinion about the title of the passage.

“Brooke Plants a Tree”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. d
- 1. Part B. a

- 2. Part A. d
- 2. Part B. b

- 3. Part A. c
- 3. Part B. c

Vocabulary

- 1. Part A. a
- 1. Part B. d

- 2. Part A. b
- 2. Part B. c

- 3. Part A. d
- 3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Brooke could see her tree when it is young. Her book says that the seed can take months to grow into a sapling. She could come back to see it as a young tree. She will not see it as a full-grown tree. It takes too long for the tree to grow. The ranger says her tree will not be full-grown until it is 150 years old.

2	Response explains that Brooke could see her tree as it grows but not when it is full-grown and uses facts from the text to accurately explain why.
1	Response states that Brooke could see her tree as it grows but not when it is full-grown but does not use facts from the text to explain why.
0	Response does not explain that Brooke could see her tree as it grows but not when it is full-grown.

Unit 4 Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses details from both texts to recount Brooke's visit to Yellowstone and to describe Brooke's actions and feelings.	The order of story events is logical; closure provides a detailed description of Brooke's feelings about Yellowstone.	Response provides a detailed description of what Brooke sees and does at the park and how she feels about it.	Temporal words signal event order; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses one text-based detail to recount Brooke's visit to Yellowstone and to describe Brooke's actions and feelings.	The order of story events is evident; closure provides a description of Brooke's feelings about Yellowstone.	Response provides a description of what Brooke sees and does at the park and how she feels about it.	One temporal word signals event order; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use text-based details to recount Brooke's visit to Yellowstone or to describe Brooke's actions and feelings.	The order of story events is inconsistent; closure lacks details about Brooke's feelings about Yellowstone.	Response describes either what Brooke sees and does at the park or how she feels about it.	Temporal words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Story events lack order; closure is missing.	Response does not describe what Brooke sees or does at the park or how she feels about it.	Temporal words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of narrative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				

Unit 5 Scoring Information

“To California!”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. a

1. Part B. c

2. Part A. d

2. Part B. a

3. Part A. b

3. Part B. d

Vocabulary

1. Part A. d

1. Part B. c

2. Part A. a

2. Part B. c

3. Part A. b

3. Part B. d

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Ted Jackson waved good-bye to his mother. Then his ship sailed away. Ted was going to California. He wanted to find gold. Every day Ted was seasick. After many months, he got to California. He walked very far. He looked for gold, but he did not find any. Finally, Ted decided to go home.

2	Response is a narrative that uses details from the passage to accurately describe a boat trip to California during the Gold Rush. Response uses temporal words to signal event order.
1	Response is a narrative that uses at least one detail from the passage to describe a boat trip to California during the Gold Rush. Response uses temporal words incorrectly.
0	Response is not a narrative and does not use details from the passage to describe a boat trip to California during the Gold Rush. Response does not include temporal words.

Unit 5 Scoring Information

“Golden Pies”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. b
- 1. Part B. a

- 2. Part A. c
- 2. Part B. b

- 3. Part A. d
- 3. Part B. d

Vocabulary

- 1. Part A. a
- 1. Part B. b

- 2. Part A. c
- 2. Part B. c

- 3. Part A. b
- 3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I think the trip was worth it. Pa and Jacob do not find gold in the fields, but Ma sells food to miners. She sells so much food that she opens a diner. Pa and Jacob work in the diner too. The family has plenty of money. So, the trip was definitely a good idea.

2	Response states an opinion about the family’s trip to California and uses information from the passage to supply reasons that support the opinion.
1	Response states an opinion about the family’s trip to California but does not use information from the passage to supply reasons that support the opinion.
0	Response does not state or support an opinion about the family’s trip to California.

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses details from both passages to state an opinion about the chosen route and supply reasons that support it.	Ideas are organized logically; conclusion restates the opinion in detail.	Response uses information from the passages to supply at least two reasons that support the opinion.	Linking words are used to connect opinion and reasons; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses details from one passage to state an opinion about the chosen route and supply reasons that support it.	The order of ideas is evident; conclusion restates the opinion.	Response uses information from the passages to supply one reason that supports the opinion.	One linking word is used to connect opinion and reasons; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use details from the passages to state an opinion about the chosen route and supply reasons that support it.	Ideas are inconsistently ordered; conclusion does not restate the opinion.	Response supplies one reason that supports the opinion, but the reason does not come from the passages.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Ideas lack order; conclusion is missing.	Response does not supply reasons that support the opinion.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of opinion writing techniques • response is unintelligible, illegible, off topic, or not text-based 				

Unit 6 Scoring Information

“A Simple Gift”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. c
- 1. Part B. b

- 2. Part A. d
- 2. Part B. c

- 3. Part A. a
- 3. Part B. d

Vocabulary

- 1. Part A. a
- 1. Part B. b

- 2. Part A. c
- 2. Part B. c

- 3. Part A. b
- 3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Last year, Zuri’s family got a goat from a group in America. The family named the goat Paka. They get milk from Paka. There is enough milk for the whole family. Zuri’s mama sells some of the milk too. Then she buys other things the family needs. Now the family eats and lives better. Paka just had a baby goat. When the baby is older, Zuri’s mama will give it to the neighbors. Then they will have a goat too.

2	Response uses details from the text to narrate a story about a family that receives an animal.
1	Response narrates a story about a family that receives an animal but does not use details from the text.
0	Response does not narrate a story about a family that receives an animal.

“Laughs with a Friend”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. c

1. Part B. d

2. Part A. a

2. Part B. c

3. Part A. b

3. Part B. c

Vocabulary

1. Part A. b

1. Part B. d

2. Part A. d

2. Part B. a

3. Part A. b

3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I don't think one of them enjoys their visits more than the other. Both Mr. Phillips and Sophie enjoy reading mysteries together. They also both enjoy sharing things about their favorite sports. Mr. Phillips enjoys having visitors. Sophie enjoys seeing old pictures. They both have fun.

2	Response states an opinion about whether someone enjoys the visits more and supplies reasons from the text that support the opinion.
1	Response states an opinion about whether someone enjoys the visits more but does not supply reasons from the text that support the opinion.
0	Response does not state or support an opinion about whether someone enjoys the visits more.

Unit 6 Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses information from both texts to state and support an opinion about helping others.	Order of ideas is logical; conclusion restates the opinion in detail.	Response provides a detailed explanation of what the people in both passages do to help others; response uses information from both passages to supply reasons that support the opinion.	Linking words are used to connect opinion and reasons; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses information from one text to state and support an opinion about helping others.	Order of ideas is evident; conclusion restates the opinion.	Response explains what the people in both passages do to help others; response uses information from one passage to supply reasons that support the opinion.	One linking word is used to connect opinion and reasons; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response states an opinion about helping others but does not use information from the texts to support it.	Order of ideas is illogical; conclusion does not restate the opinion.	Response explains what the people in one passage do to help others; response supplies reasons that support the opinion, but the reasons do not come from the passages.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Ideas lack order; conclusion is missing.	Response does not explain what the people in the passages do to help others; response does not supply reasons that support the opinion.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of opinion writing techniques • response is unintelligible, illegible, off topic, or not text-based 				